

BUREAU OF INFORMATION

NATIONAL SOCIETY FOR CRIPPLED CHILDREN, ELYRIA, OHIO

BULLETIN ON CURRENT LITERATURE

OF INTEREST TO CRIPPLED CHILDREN WORKERS
Vol. 3, No. 2 February, 1942

Index

Each article or pamphlet listed in this bulletin is preceded by a number. In the following index, the numbers listed after each subject refer to the articles which bear these numbers in this issue of the bulletin. A complete index for the entire year will be issued in December.

Cardiac children - 37	Physiotherapy and occupational therapy - 41, 54, 45
Cerebral palsy - 38, 39, 54	Plays - 53, 54
Convalescent care - 37, 43	Poliomyelitis - 35, 41, 43
Crippling conditions - 35, 36, 39, 41, 43, 45, 50	Prevention (accidents) - 47, 61
Education - 36, 38, 39, 40, 46, 48, 49, 51, 54, 55, 59, 60	Prevention (health education) - 50, 57
Epilepsy - 36	Recreation - 37, 39, 54
Finding - 57	State programs - 38, 40, 42, 55, 59, 60
	Vocational adjustment - 42, 44, 52, 56, 58

Any publication or article listed in this bulletin may be borrowed free of charge from the Bureau of Information of the National Society for Crippled Children. Bibliographies listing similar articles, or loan package libraries containing additional literature on any of the subjects discussed in these articles, will be sent to any interested person upon request.

Articles appearing in the bimonthly magazine, The Crippled Child, or in the monthly news letter of this Society, The Crippled Child Bulletin, are not listed in this bulletin.

BULLETIN ON CURRENT LITERATURE
Prepared by Lillian Dowdell, Librarian

Issued monthly to affiliated state and local societies for crippled children, to state agencies engaged in the treatment, education or vocational rehabilitation of cripples, and to public or private institutions or agencies having Institutional Membership in the National Society for Crippled Children.

35. Boines, George J., M.D. Observations on the Kenny Treatment. Delaware State Medical Journal, January, 1942. Vol. 14, No. 1, pg. 11.
36. Braem, Helen R. The Epileptic in School. The Training School Bulletin, January, 1942. Vol. 38, No. 9, pg. 174.
37. Brophil, Mrs. Gladys Rogers, O.T.R. Recreation While Resting. Occupational Therapy and Rehabilitation, February, 1942. Vol. 21, No. 1, pg. 25.

On recreational and occupational therapy for the handicapped child.

38. Education of Physically Handicapped Children. Bulletin of the California State Department of Education. Vol. 10, No. 12, December, 1941. 121 pp.

Of special interest in this booklet are the sections on the organization and administration of education for physically handicapped children, on the legal provisions for education and vocational rehabilitation in California [the complete text of the laws is given] and, of course, the special 24-page section on the education of crippled children.

From the section on crippled children [by Harry D. Hicker]:

"The responsibility of the school is not discharged by merely providing academic instruction whether in regular or special classes. ...Physical examination, medical treatment or surgery, physiotherapy under medical supervision, occupational therapy, corrective gymnastics and exercise, handwork for muscular coordination and development, rest, and the supplying of milk and warm lunches are often essential factors in the program ...

"Another basic policy...is to reduce segregation to a minimum. Home instruction eliminates school contacts so important for social adjustment. Assignment in special classes also limits normal social contacts and should be the method adopted only if the child cannot profit by regular class instruction. As soon as the special class has served its purpose, transfer to the regular class should be the rule. To the greatest extent possible, pupils in special classes should be sent to regular classes for such activities as they can carry on there. All crippled children should have frequent contact with normal children...

"The mental factor is one which frequently presents an administrative difficulty, especially in the smaller districts which have no special education facilities for the mentally deficient. ...Too often mentally subnormal children are assigned to orthopedic classes simply because there is no other provision for them.

"In general ... the regular course of study should be followed as closely as possible. Adherence to this policy is the most certain way to insure normal progress and development. Also, it will enable pupils to attend regular classes part time as conditions may permit, and to return to regular classes for full-time work as soon as the need for segregation ceases.

"In the elementary grades there should be special provision for craftwork in addition to the regular curriculum. Muscular coordination can be greatly improved by handicraft activities... At the same time these activities often develop interests and indicate aptitudes which will aid in counseling for the choice of a future vocational objective. It is especially recommended that homemaking courses be provided ...

"On the secondary level, effort should be made to provide two types of instruction; namely the usual course of study for those who are pursuing a general curriculum or who are preparing for junior college or university, and a modified program with emphasis on prevocational training for those who for any reason may find impossible or inadvisable the pursuit of higher education. ...however, the policy of providing each child with the broadest possible general background should be observed, training of a strictly vocational nature being deferred until a solid foundation of general education has been laid.

"...educational, social and vocational guidance ... is especially important for the handicapped. ...Class teachers are seldom qualified to give them sound vocational advice, and even regular school counselors are often at a loss to suggest a type of work which is feasible in view of a particular disability and which also capitalizes the vocational assets of the handicapped child. This difficulty is recognized, and legal provision has been made for the solution of the problem by the appointment of special counselors or coordinators.

"With a single and temporary exception, no use was made of the authorization for this counseling by any school district until 1935. In that year the Bureau of Vocational Rehabilitation proposed to several school districts that they appoint a special coordinator for handicapped children who would also serve as local representative of the rehabilitation service, with provision for reimbursement by the state of half of the coordinator's salary. The experiment was so successful that it was extended, and now 53 school districts have the services of a special coordinator, either full time or part time, in cooperation with the Bureau. The effectiveness of the coordinator in counseling physically handicapped children is enhanced by his part time practical work in rehabilitation service which demands constant contact with industry and intimate knowledge of facilities, occupations and opportunities available for the handicapped. ...

"Adherence to the general principle that the regular school situation be approximated as closely as possible precludes the advisability of establishing a special school in a separate building for housing classes for all types of exceptional children. ...The preferred situation is to house orthopedic classes in rooms of regular schools. This will permit frequent normal contacts, and participation to the maximum extent in regular school activities including recitation in regular classes. If a separate building is deemed advisable, it should be located on the grounds of a regular school for the same reasons. ...

With reference to the spastic child:

"The majority... need special attention usually not available in special classes for other crippled children. For this and other reasons their segregation in a class apart, under a specially qualified and understanding teacher and with physiotherapy treatments available, is advocated, whenever this is possible. ... In small districts the number may not justify such procedure. ...In one instance a district solved the problem by sending its few spastics to a special class for spastics established in another district.

"Recognition of the advisability of segregated class instruction for spastics, as well as of the need for early training, is found in a provision passed by the California Legislature of 1939 permitting their enrollment in special classes for spastics (not the usual orthopedic classes) at three years of age. ...The teacher should be thoroughly familiar with the etiology, characteristics and treatment of spasticity. She should have a special credential in speech correction in addition to other required certification.

39. Farrell, Eleanor H. Value of Nursery School Training for Cerebral Palsy Patients. The Physiotherapy Review, January-February, 1942. Vol. 22, No. 1, pg. 5.

"Cerebral injury is responsible for part of the handicap of these patients. But as the years pass, habit plays an increasingly prominent role. If at the very start the baby could use conscious control, probably athetosis and spasticity in later years would not be so pronounced. In addition, emotion is a powerful aid in greatly increasing the habit of spasticity and athetosis. The more intelligent a child is, the more fearful he is, for he knows he has not the controls that allow him to sit securely and stand safely. He frequently gives physical expression to his fears. Just as often as he is seized with fear, just as frequently does he give expression to his fear in seizures of spasticity and athetosis. These repeated seizures induced by emotion, together with seizures emanating from stimulation of the brain centers that produce spasticity and athetosis, over which he has no control, build deep seated habits.

"...If education is to reclaim more of these unfortunate children, more opportunities should be given them to lay the foundation early. Kindergarten is too late, for by that time wrong habits are too firmly established. The child with cerebral palsy needs training early and he needs it more urgently than the normal child, because he starts with such a tremendous handicap. The time to obtain the best results is when the mind is plastic and the body pliable. That time is at the nursery school age."

The author, a physical therapist at the Spalding School for crippled children in Chicago, also includes suggestions for training in walking and in speech, and for helping the parent improve his or her attitude toward the child.

"The nursery school for cerebral palsy patients offers the child a social life with children of his own age. Many children are for the first time introduced to child companions. They participate for the first time in group activity, in rhythms, games, singing, dramatics and stories. Active children assist and play with inactive children. ..."

40. Griffith, Della A. Services for Physically Handicapped Children in Rural Areas. Ohio Parent Teacher, February, 1942. Vol. 20, No. 6, pg. 11.

The Orthopedic Supervisor of the Ohio State Division of Special Education tells of Ohio's ways of providing education for rural crippled children - transportation by school bus and taxi or car; boarding children (at expense of state) in vicinity of schools and classes; and providing home instruction.

41. Hansson, K. G., M.D. Present Status of Physical Therapy in Anterior Poliomyelitis. The Physiotherapy Review, January-February, 1942. Vol. 22, No. 1, pg. 3.

42. Hayes, Harold T. Handicapped Workers. Better Guidance, Winter, 1942. Vol 1, No. 2, pg. 3.

The Supervisor of Handicapped Placements for the Michigan State Employment Service tells how Michigan's 52 state employment offices are fitting handicapped workers into Defense industries.

43. Holton, Mabel E. Poliomyelitis: A Comment on the Treatment of 72 Convalescent Cases. The Physiotherapy Review, Jan.-Feb, 1942. Vol. 22, No. 1, pg. 24.

44. Hungerford, Richard H. The Handicapped in War. Better Guidance, Winter, 1942. Vol. 1, No. 2, pg. 11. (Copies available from author at Detroit Board of Education, 453 Stimson St., Detroit, Michigan.)

The Supervisor of Special Classes, Detroit Board of Education, proposes a plan to utilize in National Defense program those handicapped persons who cannot compete with normals under ordinary conditions but who can be self-supporting under modified arrangements. According to this plan, the physically handicapped would be employed in large sheltered workshops in large cities, operating on the sub-contract plan; the mentally handicapped would be employed in modifications of the CCC program [for men] and the NYA program [for women]; and the emotionally unbalanced would be employed in programs similar to, but separate from, those for the mentally handicapped.

Mr. Hungerford proposes a National Committee to promote such programs, and recommends that they be tied in with some existing federal agency such as the O.P.M. or Vocational Rehabilitation Division. He urges that all interested in the handicapped join forces to salvage enough of the threatened CCC and NYA programs to provide work-programs for the handicapped.

45. Kuechle, B. E. The Economic Value of Physical Therapy Following Injuries. [Address to staff of Beloit, Wisconsin, Municipal Hospital, Oct. 1, 1941.] Employers Mutual Liability Insurance Co., Wausau, Wis. 4 pp. Mimeographed.
46. Lauder, Jean M. Crippled Children at School. The Canadian Red Cross Junior, March, 1942. Vol. 21, No. 3, pg. 9.

A crippled child's description of her school day at Wellesley Orthopaedic School, Toronto, Ontario, Canada.

47. Lee, R. L. Home Defense Against Accidents. Hygeia, February, 1942. Vol. 20, No. 2, pg. 107.

Some suggestions on eliminating home accidents - made by Miss Rosamond Losh, director of Kansas City's Children's Bureau, a volunteer agency which by its program of safety education and inspection has cut Kansas City's annual toll of home accidents in half since 1938.

48. Levy, Carrie B. Milwaukee's Program of Special Education. Journal of Exceptional Children, February 1942. Vol. 8, No. 5, pg. 132.
49. Lipton, Esther. Synopsis of Detail of Procedure with Home Instructed Students. Department of Home Instruction, Malden Public Schools, Malden, Massachusetts. 1941. 3 pp. Mimeographed.

A concise statement of the amount and type of academic education given to home pupils in the senior high, junior high and elementary school divisions; the schedules of the home teachers; the extra-curricular activities; and Miss Lipton's supervisory duties in the home teaching program of Malden, Massachusetts.

50. McKee, John J. Baby Needs New Shoes! Hygeia, February, 1942. Vol. 20, No. 2, pg. 142.

An article on the foot conditions resulting from ill-fitting shoes, as disclosed by survey and clinics held in the public schools of Lorain, Ohio. The author concludes that "the results in Lorain indicate that the prevention of foot trouble caused by ill-fitting shoes is an educational problem and therefore another job for the schools."

51. Mackie, Mrs. Romaine Prior, M.A. Directory of Schools and Classes for Crippled Children in the United States. 1941. Teachers College, Columbia University, New York City. 65 pp. Price, 35¢ plus 10¢ handling charge.
52. One Answer to the Labor Shortage Question. American Business, January, 1942. Vol. 12, No. 1, pg. 44.

"Physically handicapped people, considered by some companies as unemployable, often have great skill, much energy, and reliability. Some companies find it both humanitarian and profitable to employ them."

Examples of successful employment of handicapped persons in modern industry are given. The employment service of a state society for crippled children (Illinois Association for the Crippled) is mentioned.

53. Plays of Courage. Edited by John W. Parker, containing two plays - "Doctor Jimmy," by C. R. Sumner, and "The Creed," by Warren Pope. North Carolina League for Crippled Children, Chapel Hill, N. C. 1942. 43 pp.

This booklet contains two of the three prize-winning plays submitted in a contest sponsored last fall by the Carolina Dramatic Association and the North Carolina League for Crippled Children.

"Doctor Jimmy" is the story of a crippled boy whose courage and will-power in preparing himself for an orthopedic operation inspires his own baseball hero, recently injured in a game, to overcome his fear of hospitals and submit to a similar operation.

"The Creed," is a story of a mother's faith in her son's chances of walking again, even after the doctor says he will never walk.

54. Polster, Hannah Miriam. Creative Dramatics in the Education of the Crippled Child. Institutional Bulletin, National Society for Crippled Children, Elyria, Ohio. No. 32, January, 1942. 7 pp. Mimeographed. (Extra copies free to individual and Institutional Members, National Society for Crippled Children.)
55. Powell, Frank V., Ph.M. Wisconsin's Program for Its Handicapped Children. Journal of Exceptional Children, February, 1942. Vol. 8, No. 5, pg. 144.
56. Proceedings of Sixth Annual Meeting of Industrial Hygiene Foundation of America, Inc., November 12-13, 1941. Industrial Hygiene Foundation, 4400 Fifth Avenue, Pittsburgh, Pennsylvania. 171 pp. \$2.00

This is of special interest because it contains addresses on "The Employability of the Physically Handicapped," by Henry H. Kessler, M. D., Medical Director of the New Jersey Rehabilitation Clinic and Mark M. Walter, Director of Vocational Rehabilitation Services for the State of Pennsylvania.

Dr. Kessler says:

"...Because of the powerful psychosocial prejudice on the part of industry and society toward the physically handicapped and over-age employee, ordinary educational methods have proved futile in finding a place for them in our national industrial life. Thus we see a vast reservoir of man power annually lost to the national economy. ... The challenge has been met in a limited way by the ... 48 states. Agencies have been set up, providing assistance to the handicapped by means of special services. These services include physical restoration, vocational training and placement. ...

"Only one state, New Jersey, has emphasized the objective of physical restoration. ... This policy has been in operation in New Jersey for more than 20 years. The correctness of this belief can be seen in its adoption by the government in its plans for the rehabilitation of draftees. In this program, 200,000 young men with congenital defects, eye defects, musculoskeletal defects, hernia, defects of feet and other miscellaneous defects will be salvaged. The army expects to accept virtually all of these 200,000 after they undergo treatment by family physicians or dentists at federal expense. The lesson is plain. If it is good policy for the government to salvage untrained youths, it is of equal value to salvage the physically handicapped and over-age employee, many with great skills, but all with great potentialities for industrial service."

Mr. Walter says:

"... there are 4,000,000 persons with permanent physical impairments and the annual increment of new cases is about 800,000. The disabilities of about 67% do not prevent them from making their own employment adjustments. For the others, 260,000, it is necessary to provide them with a special service of guidance, education and placement in order that they may engage in remunerative employment. Seventy-five thousand can be prepared for normal employment, and the rest must be adjusted through a special environment such as sheltered workshops or occupations that can be carried on in their homes. ...

"Today more than 10,000 handicapped persons are employed by the Ford Company, and about 8% of the employees of the Western Electric Company are physically disabled. A study of 6,097 rehabilitated persons revealed that they were working at 628 different types of jobs. Higher grade positions demanding ability and experience, as well as other types of employment, were being filled by disabled persons. The rapid expansion of production in the National Defense Program has increased the demand for workers and employers are now asking specifically for qualified disabled persons because they are not apt to be called for military service; because of the need for skilled workmen; and because of the recognized efficiency of disabled experienced workers ..."

Both Dr. Kessler and Mr. Walter quote numerous statistical studies proving the employability of the handicapped worker and his value to his employer. Mr. Walter also tells of many industries which are now utilizing handicapped workers in their Defense production programs.

57. Recognition of Early Nutritional Failure in Infants, Children, Adolescents and Adults. The Journal of the American Medical Association, February 21, 1942. Vol. 118, No. 8, pg. 615.

This article lists symptoms of malnutrition, and classifies such symptoms according to persons capable of recognizing them--those which parents or teachers might observe; those which nutritionists or nurses might observe; and those which physicians only would be expected to observe.

58. Regional Conferences in Rehabilitation. Wisconsin State Board of Vocational and Adult Education, Rehabilitation Division, Madison. 1941. 41 pp. Mimeographed.

The Proceedings of a series of regional conferences sponsored by the Rehabilitation Division and by the Wisconsin Association for the Disabled. The following papers are included:

W. F. Faulkes, "Purpose of the Regional Conference."

Mrs. Grace M. Blewett, "Resume of the Wisconsin Association for the Disabled and What It Attempts to Do."

- L. A. Rumsey, "Rehabilitation Policies and Procedures."
Charles Beardsley, "Rehabilitation"
A. E. Towne, "A Summary of Rehabilitation Service in Wisconsin."
Irene M. Dunn, "Rehabilitation Services."
O. H. Johnson, "Rehabilitation."
J. H. Brown, "The Placement Problem."
Frank V. Powell, "From Physical Disability to a Job."
Mrs. Mary E. Beyer, "Wisconsin Homebound Program."

59. Wile, Ira S., M.D. Some Social and Psychological Considerations in the Education of the Handicapped. Mental Hygiene, January, 1942. Vol. 26, No. 1, pg. 92.

"The state is responsible for programs of child welfare and education. ... State residential schools offer a complete service for their handicapped pupils, including physical, medical, intellectual, recreational, and social care. Thus the state brings the communal resources to its handicapped children. It indicates the pattern of sound education for them. Municipal administration provides day schools and classes designed to offer general and special education and to foster the reference of cases to external social medical agencies. It is less effective in its directive forces. Its shortcomings are liabilities to the state. ...

"Public schools cannot meet the needs of all children because of the diversity of diseases presented, the combinations of handicaps, the difficulties of geographical distribution, the lack of facilities and personnel, and the relatively high cost of the complicated services requisite to meet the needs of relatively small numbers of children. ...

"The educational problems arise from the various potential educational advantages that must be offered children with various cerebral, motor, sensory, and vitality deficiencies. States can make better provisions than cities, and for some children they alone can offer the only rational education. ... The total education of various types of the orthopedically handicapped merits schools under state direction. ...

"...there is need for more appreciation of total communal service for handicapped children. This may require the organization of more workshops, modifications of civil-service laws, the extension of facilities for camp care, a wider extension of the protective values of social agencies, and improved opportunities for extended custodial care for some children, with the planned utilization of all communal forces that can facilitate better social service for all handicapped children."

60. Williams, Harold M., Ph. D. Wisconsin Legislation Regarding Exceptional Children. Journal of Exceptional Children, February 1942. Vol. 8, No. 5, pg. 150.
61. The Wreckord - The Travelers 1942 Book of Street and Highway Accident Data. The Travelers Insurance Co., Hartford, Connecticut. 36 pp. Free.

"This booklet is the twelfth in a series issued annually and presents a comprehensive analysis of the facts about accidents in which 40,000 persons were killed and almost a million and a half were injured in 1941. Both totals, it is pointed out, are the highest in the history of the automobile.

"There were more than a million accidents during the year involving injury or death and several million others involving property damage only. Probably 1,000 automobiles a week were demolished beyond repair.